



**CONNECTICUT SEED**

**Student and Educator Support Specialists  
Guidance Document**

**Transition Coordinators**

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This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **Transition Coordinators**. Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **Transition Coordinators** in public school settings.

**OVERVIEW:**

## ○ Roles of Transition Coordinators:

Over the past few years, there has been a rise in the number of students with disabilities graduating from high school without the self-advocacy skills needed to survive in the post-school world (Eckes & Ochoa, 2005). Transition Coordinators play a critical role in facilitating the transition process from school to adult life for these students. Transition Coordinators are primarily responsible for the planning and delivery of transition services such as transition planning, interagency and intra-school linkages and family support (Asselin, Todd-Allen, & deFur, 1998). In addition to providing these services, the Transition Coordinator helps students master the twelve CT Core Transition Skills (CSDE, 2013). By mastering these skills, students with disabilities will be significantly better prepared to meet their post-school goals after exiting from high school. Transition Coordinators are key members of the Planning and Placement Teams (PPTs) and should guide the PPT discussion to address post-school outcomes and develop IEP's that will provide the skills needed to achieve independence in adult life. In addition, they should encourage student participation in the process. Where possible, having students be active in developing their own Individualized Education Program (IEP) and participating in their Planning and Placement Team (PPT) meetings supports future independence and encourages students to begin making choices for life after school while having a strong support team during secondary education (Asselin et al., 1998)

According to Asselin et al. (1998), Transition Coordinators' duties fall into nine major categories: Intra-school and intra-agency linkages; interagency; assessment and career counseling; transition planning; education and community training; family support; public relations; program development and program evaluation. Various roles within these categories may include, but are not limited to the following: liaison to adult service agencies; coordinator of school and community based learning opportunities; job development; job placement; direct instruction to assist students in meeting post-school goals; and managing student behavior and social interaction skills.

It is common for Transition Coordinators to possess at least a Bachelor's Degree in Education and a Special Education certification or a teaching certificate with required special education endorsements. Typically, the Transition Coordinator/Specialist may be responsible for overseeing the transition services for students with an IEP, ages 16 to 21. However, districts may expand the Transition Coordinator role to include working with all students in grades 6 – 12 and beyond (to age 21 for students with IEPs), to collaborate on district Student Success Plans (SSPs). In this case, Transition Coordinators, and others work together to ensure that the post-school needs of all students are addressed. Transition Coordinators may also have a caseload of students for whom they are providing direct services. The responsibilities of the persons in this position may vary depending on the needs of the district. It is recommended that prior to any evaluation process, the evaluator and person being evaluated clarify the specific roles and responsibilities in the job description under which the person is being evaluated.

In general, review of the practice of student and educator support specialists may focus on a variety of available artifacts and data, such as individualized lesson plans, interventions, action plans, and associated data and documentation to support such artifacts. Equally (or, arguably, more) important are the data collected from pre-observation, post-observation, and specialist self-reflection forms, which create foundations for professional conversations that drive the purposes of supervision and evaluation toward professional learning. Information from reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide rich data related to the CT Core Transition (CCT) standards, and the effectiveness of education specialists' performance and practice.

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload, grade level, course, etc...);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGDs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **Transition Coordinators** given their unique role within school settings.

## **Sample 1**

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
  - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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**Subject Area:** Career Planning

**Population of Students:** All 12<sup>th</sup> grade students

### **Student Learning Objective Focus Statement:**

Over the course of a 12<sup>th</sup> grade vocational readiness curriculum, students will demonstrate the skills needed to access appropriate employment to meet his/her individual needs (“J” in CT Core Transition Skills).

### **Baseline Data:**

Pre and post-student self-reflections indicating a growth in confidence and job readiness for their field

### **Rationale:**

Students will be better prepared for job interviews and have confidence in showcasing their strengths and weaknesses to potential employers.

### **Indicator(s) of Academic Growth and Development:**

1. 80% of 12<sup>th</sup> grade students will have a written portfolio of student work indicating at least a 3 point growth in confidence and job readiness as measured by a district created rubric by May 2014.
2. 20% of 12<sup>th</sup> grade students will have a written portfolio of student work indicating at least a 4 point growth in confidence and job readiness as measured by a district created rubric by May 2014.

### **Standards and Learning Content:**

CT Core Transition Skills:

- 3.c. Selecting appropriate assessment and intervention strategies to monitor ongoing student(s) progress.

## **Sample 2**

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
  - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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**Subject Area:** Freshman Seminar

**Population of Students:** All 9<sup>th</sup> grade students

### **Student Learning Objective Focus Statement:**

Over the course of a freshman seminar that includes evidence-based social skills curriculum, students demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships (“L” in CT Core Transition Skills).

### **Baseline Data:**

Pre-assessment using a social skills rubric measuring interview skills indicated that 80% of the students scored at the developing level on a social skills rubric.

### **Rationale:**

Increasing student’s positive social skills, specifically their ability to use appropriate social greetings, creates an understanding of safe, engaging, and conducive work and learning environments. Students also can practice and understand what is expected of them when they go into the work world while taking responsibility for their actions.

### **Indicator(s) of Academic Growth and Development:**

1. 80% of students who scored at the developing level or below will complete a role–played interview with their transition coordinator and demonstrate 3 – 5 points of growth on social skills rubric by the end of the year.

### **Standards and Learning Content:**

CT Core Transition Skills:

2.c.: Promoting appropriate standards of behavior

4.c.: Monitoring student’s progress, adjusting services and providing to student(s) and others

### **Sample 3**

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
  - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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**Subject Area:** Family and Consumer Sciences

**Population of Students:** All 11th grade students

**Student Learning Objective Focus Statement:**

11<sup>th</sup> grade students will demonstrate and accept responsibility for his/her independence and activities of daily living (“C” in CT Core Transition Skills).

**Baseline Data:**

Pre and post-assessment of targeted skills on a district created assessment

**Rationale:**

Students who know several life skills going into new experiences will have a much easier transition from student to adult life.

**Indicator(s) of Academic Growth and Development:**

1. Each student will demonstrate mastery (45 out of 50 points) of basic life skills such as balancing a checkbook, following a recipe, and self-care, as identified on their IEP, using a district created assessment by May 2014.

**Standards and Learning Content:**

CT Core Transition Skills:

- 5.c.: Assessment criteria and feedback to improve student performance and responsibility for learning.

## **Sample 4**

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
  - **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**
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**Subject Area:** Employment Skills

**Population of Students:** All 12th grade students

**Student Learning Objective Focus Statement:**

12<sup>th</sup> grade students will demonstrate employability skills.

**Baseline Data:**

Pre and post-assessment will be administered in the areas of time/space, social competence, physical characteristics and work performance on the district designed community based work evaluation.

**Rationale:**

Students who know several life skills going into new experiences will have a much easier transition from student to adult life.

**Indicator(s) of Academic Growth and Development:**

1. Each student will improve their employability skills by at least 1 point in 14/15 categories assessed by the community based work evaluation by May 2014.

**Standards and Learning Content:**

CT Core Transition Skills:

- 5.c.: Assessment criteria and feedback to improve student performance and responsibility for learning.

**RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:**

- In the attributes, “student(s)” could refer to other employees, customers or community members; “teachers” could refer to employers, supervisors or community members. Make a notation up front about the “definition” of each of these terms in relation to Transition Coordinators.
- Throughout domain 5, assessment includes transition assessments and tools. Make a notation up front about the inclusion of transition assessment and tools as part of “assessment.”
- Domain 6d – There is no Code of Professional Responsibility for Transition Coordinators, and there are currently no certification or licensure requirements for Transition Coordinators. CT currently uses a version of the Council for Exceptional Children (CEC) Transition Specialist Competencies adapted by the Transition Task Force in 2002 that includes a section on Professionalism and Ethical Practices.

**RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:**

Student, parent and peer feedback provide important information for school or district Transition Coordinators that can be used to improve delivery of services and professional practice. Data from feedback sources are used to inform professional learning plans for all educators and support specialists in schools; therefore, it is important to seek multiple sources of such data to create a comprehensive view of Transition Coordinators’ practice and efficacy. Sources for feedback may include, but are not limited to:

- student self-reflections throughout the year (including pre- and post-reflections). Also student and parent surveys on perceptions of student preparation for life beyond high school;
- parent and colleague surveys - indicators in Domain 6 of the CCT rubric may provide additional information for ideas to develop survey questions, for example:
  - 6.c. Communicating and collaborating with colleagues and families to develop and sustain a positive school climate and support student learning;
- school climate surveys; and
- follow-up interviews or surveys of students who have graduated – this will show if the Transition Coordinator has been successful in helping students transition into the adult world.

**RESOURCES:**

- Asselin, S. B., Todd-Allen, M., & deFur, S. (1998). Transition Coordinators: Define Yourselfes. *Teaching exceptional children*, 30(3), 11-15
- Connecticut's System for Educator Evaluation and Development (SEED). (ND). Retrieved from <http://www.connecticutseed.org>
- Connecticut Transition Task Force (2013, May). *CT core transition skills*. Hartford, CT: Connecticut State Department of Education
- Eckes S., Ochoa T. (2005). Students with disabilities: Transitioning from high school to higher education. *American Secondary Education*, 33(3), 6-20

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